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ABSTRACT

With the wide range of students community colleges must provide services for, there is an increasing need for colleges to analyze and segment their marketing efforts. As part of an effort to focus on specific market segments and take into account internal and external environments, an analysis was conducted at Illinois' Carl Sandburg College (CSC) of marketing efforts related to nontraditional students between 25 and 46 years of age who are returning to school to ultimately complete a Bachelor's degree or vocational certificate. Major environmental influences were examined, including economic trends, technological developments, social factors related to gender roles and student behavior, political and legal trends, and competition from four-year institutions. Internal conditions were also reviewed, indicating that CSC relies on previous usage to determine target enrollments; that the college was doing very well in terms of pricing; but that only an overall college promotional strategy is employed, rather than a specific market segment strategy. As a result, a new strategy was proposed that includes environmental scanning to determine CSC's image in the community; expanding bookstore, financial aid, business office, registration, and counseling services to better serve nontraditional students; and creating interest and desire in degree programs and certificates. (BCY)

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Marketing Analysis for the Nontraditional Student at Carl Sandburg College

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Carl Sandburg Community College

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Abstract

With the wide range of students community colleges must provide services for, there is an increasing need to analyze and segment the marketing efforts of the college, and direct the marketing dollars in a much more specific way. Analyses need to be done on specific markets, which take into consideration the external environment as well as the internal environment of the community college. This paper is an analysis of the marketing efforts of Carl Sandburg College's nontraditional market segment and the recommendations for a more comprehensive approach to the marketing for the nontraditional student. This analysis focuses on Carl Sandburg College and provides specific details about the College's external and internal environment; a general overview of how community colleges operate; what issues are facing Carl Sandburg College and how this will affect them in the future; and lastly, what this means to the recruitment and marketing efforts for the nontraditional student market segment.

MARKETING ANALYSIS

FOR THE NONTRADITIONAL STUDENT

AT

CARL SANDBURG COLLEGE

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Type of Organization and Background: Carl Sandburg College is a community college located in west-central Illinois. Carl Sandburg College (CSC) is largely a rural community college with an unusually large geographical district. The CSC district covers roughly 3,000 square miles with all or parts of ten counties. This significant geographical feature has made it necessary for CSC to have two other campuses to better serve its students. The Branch Campus is in Carthage, and The Extension Center is in Bushnell.

Much of the way community colleges are evaluated in regard to size is by enrollment numbers. Carl Sandburg College, while having a large geographical district is in fact, a smaller community college. Semester headcount enrollment totals are usually around 3,000 students. In 1995, CSC experienced the largest growth of any community college in the state. This year the trend is continuing, and CSC is experiencing its highest enrollment numbers since 1988. Information about the district seems to point at no specific reason for this surge in growth. Unemployment numbers have frequently been tied to enrollment numbers, and in the CSC district they have been relatively low overall. The Marketing department at CSC has recently developed some new strategies, and this is perhaps one of the primary reasons for their growth.

CSC has an instructor to student ratio comparable to most private institutions. It usually averages 1 instructor to 12 students in a class room. This gives the student at CSC more individualized attention, and a greater chance of an instructor impacting a student's academic life in a meaningful way. CSC has 53 full time instructors and approximately 108 part time instructors. This has provided CSC with stability in terms of the instructional area.

CSC offers a wide variety of classes, programs, and services. Because of the nature and diversity of their customers, anyone from the community is a potential customer. Thus, CSC as all community colleges, has a wide range of needs to cover. CSC offers traditional course work intended for the university transfer student. This remains the largest segment of their business. In addition, CSC has a large vocational skills area. CSC also offers a wide variety of senior citizen programs, and will have to offer more in the coming years because of an aging population. CSC has a community, business, and industry program (CABI) which serves various businesses in the form of customized training. This is also

a segment that is growing because of the increased need for retraining within companies. The Job Training and Partnership Act (JTPA) is part of the services CSC offers. In many districts this program is a stand alone and not part of the community college. In addition, CSC must remain committed to any other needs the community may have.

Revenues from community colleges are calculated based upon primarily three areas. These include tuition rates, state reimbursement, and community tax dollars from assessed valuations on real estate. These reimbursements are calculated on the number of semester hours generated. If any one of these areas is impacted, the overall picture can be affected dramatically. An example, in the 1980's when real estate values took a plunge, CSC was one of the hardest hit community colleges in the state. Consequently the money derived from that particular area decreased dramatically. Today in 1997, CSC is still not at the level it was before the drop. The number of semester hours generated at CSC is approximately 16,500 per semester at the main campus, 1,800 at The Branch Campus, and 425 at The Extension Center.

Product/Service to be Examined: As already stated, there are many different kinds of customers a community college must serve. In this analysis the focus will be on the adult who is returning to school in order to ultimately complete a bachelor's degree or a vocational degree. This particular student is traditional in the sense they are pursuing the same kinds of goals as their younger counterparts, but in fact are very different. This is an area of increasing growth in the community college system, and a very challenging area. These students have very different needs and responsibilities from the younger students. They have concerns over child care, class times, registration and bookstore hours, and financial aid to name a few. It may be their goals are the same as the younger student, but they need very different services from the College. If national trend predications are correct, this area will be one of the fastest growing areas for community colleges. Marketing will be very important, as well as customer service.

Major Environmental Influences

Economic: Median family incomes have been speculated to have some impact by community college institutional researchers. In regard to Carl Sandburg College's district, median family income has dropped the last ten years on an average of 10 percent. This figure does not take into consideration the

consumer price index. In addition, today at CSC women comprise the majority of students, and quite possibly a relationship exists. At this time it is impossible to accurately determine if declining family income is impacting female enrollment, because information is not kept at CSC specifically on women over the age of 25 and under the age of 46. However, it can be speculated that because of declining income levels of households more women are being forced into the workplace. A college education of some kind is almost a requirement for employment opportunities to be available. Also, many women could be returning to school in an effort to obtain better employment.

Agriculture and manufacturing are the primary employment segments of the CSC district, therefore, downturns in either area can affect the college. Several years ago a major manufacturing firm left Galesburg leaving several hundred people unemployed. CSC realized a rise in enrollment due to the loss of this manufacturer. Conversely, when one of the major manufacturing firms needs retraining for their employees the College also has higher enrollments. Particularly in Carthage, where The Branch Campus is located, one manufacturing firm employs half of the total town population. Changes in this manufacturer's personnel, either in regard to retraining or layoffs, has the potential to significantly impact the College's enrollment numbers.

Changing trends in agriculture have also play a significant role for CSC. According to the American Association of Community Colleges recent annual report, Agricultural Services will be the number one industry with the largest growth in Illinois. There is an expected increase of 43,000 jobs between now and the year 2002. However, at the same time farming will show the biggest loss of jobs for the state. This should indicate to the College perhaps the agriculture program will need to change to reflect the changes that are occurring in the agricultural field if the College is going to remain competitive.

Another area with significant potential for economic impact is in the area of property taxes. Because the College derives almost one-third of their revenue from property taxes, changes in assessed valuations can have an enormous effect. CSC experienced just that scenario in the 1980's, and has still not recovered completely. In addition, tax caps are a constant threat to any increased funds from that particular area.

Technological: Technology plays a significant role in regard to community colleges. In particular with the target market being examined, many people who have been in the work force need to have their technological skills updated or their employers are requiring degrees for any type of advancement. The community college provides an excellent way for people to return to school while still working, and the CABI program provides an excellent way for employers to update their employees. Educational institutions frequently are looked to for direction and leadership when it comes to the learning of new technology. This area will prove in the future to have great importance.

Another area many colleges are facing with some uncertainty is the advent of the Internet, and all the possibilities that exist with that form of communication. Already colleges are offering degree programs over the Internet. Currently, the University of Illinois at Urbana is offering two graduate programs over the Internet. This poses a dilemma for community colleges because of the district issue. Many questions have been raised about how tuition rates should be charged. This is an area that will perhaps cause the greatest change in the future for community colleges.

Technology in the area of distance learning is already a reality for CSC. CSC is now able to offer courses to The Branch Campus and The Extension Campus that would otherwise be unavailable through the use of distance learning. Currently, the College has distance learning classrooms, but technology is already moving forward with interactive computers allowing visual and audio display with the cost being a fraction of what the distance learning classroom costs. This will be area with tremendous growth potential.

Social: Social factors play a significant role in the target market of this analysis in regard to women. As more and more women are assuming the head of the household role, there is an increasing need for those women to be educated to be able to acquire jobs with better salaries.

Society also plays a role in the overall thinking about education. At a recent conference a representative from the Illinois Board of Higher Education stated that colleges are entering a period where students are behaving more like consumers. What this means is that no longer are people looking to educators to tell them what they need to know, but rather students are now telling colleges what they need to provide. In addition to telling them what they need to provide, they are also telling them how they need

to provide it. This switch in thinking has been coined "raw consumerism." This kind of thinking is forcing changes in how colleges think about teaching and learning, what services they offer, convenience, and most importantly what a big role customer service will have in the future. In essence, education is being thought of just like any other product, and the market will force changes whether colleges want to change or not.

Political/Legal: The role of government plays a role in the target market of this analysis. With the increased funding from the government for displaced homemakers, the Job Training and Partnership Act for displaced workers, and Family Literacy Programs, those persons in the target market are the most affected. The people that are most often affected by these programs are not the newly graduated traditional student, but rather the person already out in the work force, or those persons who have involuntarily left the work force. With increases or decreases in funding for these programs we can expect to see changes in enrollment numbers.

In addition to the various programs the government offers, politics in itself plays a role for community colleges. The current President of the United States is pro-education. To illustrate the link between politics and education one only had to listen to the State-of the-Union address after the President was inaugurated. Education in all age groups was at the top of the agenda. College presidents, and their affiliated organizations meet with both state and federal politicians to ensure their programs and colleges are not forgotten. With at least one-third of the direct revenue coming from the state, and additional grants from the various federal programs, government plays a significant role in community colleges.

Community colleges are governed by an elected Board of Trustees. This area also contributes a political element to the process. Because these people are elected, they do feel the need to respond to voter complaints or concerns. The Board frequently does a balancing act between the general public, and the best interests of the College. Unfortunately for the staff and students of CSC, there are instances when the voting public drives monetary decisions of the Board.

Competitive: The primary competitors for the nontraditional student are the four-year universities. Because community colleges are assigned districts, out of district costs are usually much higher. In addition, the student will also have to commute at least some distance. In either case, unless the student is

going to another community college for a vocational program CSC does not have, usually they do not lose students to other community colleges, but rather to the four-year universities. Four-year universities do not represent an overwhelming threat because of their higher tuition rates, but the private colleges are increasingly offering very attractive financial packages that are luring some students away from CSC. Major competitors of the four-year colleges include: Western Illinois University, Illinois State University, Monmouth College, Knox College, and Bradley. Even with higher tuition rates, some nontraditional students will choose a four-year college because of the perception that community colleges provide a lesser quality of education. Community colleges have been and still are seen as the step between high school and *real* college.

CSC also competes with the potential nontraditional student's leisure time. There is an opportunity cost of going back to college. The student is giving up a considerable amount of their time that could be spent either in leisure, work, or with family. CSC must be able to communicate the benefits of returning to college as outweighing the cost of staying at home. The benefits could include increased wage potential, a more challenging career, or self-fulfillment.

Target Market: The target market is considered the nontraditional student. For the purpose of this analysis that will include those persons over 25 years of age and under 46 years of age.

At this time Carl Sandburg College is using usage as their segmentation base. Based upon prior enrollments, the College determines a desired approximate number of students based upon age and program type. Until just a few years ago, marketing at CSC was more reactive than proactive. Declining enrollments in the various vocational and baccalaureate program areas caused an increase in marketing for those areas. For programs suffering low enrollments, recruitment efforts are stepped up to increase the numbers. When there was a decline in the number of high school students choosing the College, recruitment and marketing efforts are increased for that particular age group. New programs also warranted additional marketing efforts for that particular area. Currently, a survey is being used to identify the radio, television, and newspaper the students are using, to effectively reach the CSC population with their advertising efforts. However, the survey is being used for those already enrolled students.

In the last few years CSC has taken a more proactive approach to their marketing efforts. Television ads were recently ran of successful CSC graduates in the community with their recommendation that CSC was the place "where learning never ends." This was an excellent ad designed to convince potential students that the opportunity cost of going back to school would be worth the effort, and they too could be successful if they obtained a degree from CSC. In using successful people already in the community, the potential student could in some cases personally identify with the former graduate. In addition, two years ago a Sandburg Days Festival was started to educate people about Carl Sandburg, and to bring more people to the CSC campus. This has been a very successful event for the College in increasing awareness.

Product strategy: CSC provides a range of certificate, vocational, or Associate degree programs intended for transfer to a four-year college. Buyers of a certificate program include usually those people with a high school degree only who are either unemployed or employed in a minimum wage position. A certificate program is usually less than a year in time for completion. This student feels with a minimum time and money investment he or she can become employed or better employed. Programs that are offered include limited radiography, nurse aid, desktop publishing, agriculture technician, and various welding and industrial. Competition from other community colleges would exist only if CSC did not have a particular certificate program. In many cases for those program areas, CSC has a cooperative agreement with the other community colleges, and CSC students are allowed to cross over district lines without out-of-district tuition penalties.

Buyers of vocational programs are very much the same as the certificate buyers. The time and money investment is greater with most vocational programs ranging from a minimum of one year to a maximum of two years. These programs include registered nurse, mortuary science, cosmetology, automotive, auto body, and various business and secretarial programs. Competition is much the same as the certificate program. If particular programs are offered elsewhere that are not offered at CSC the student will most likely be able to attend the other college for in-district prices.

Two-year Associate Degree programs are intended for transfer to a four-year college. CSC offers an Associate in Arts, Associate in Science, and Associate in Fine Arts. Buyers of these programs are

different from the other two categories. These buyers have made a much greater time and money commitment. The ultimate goal is a bachelor's degree from a four-year university. Competition from the four- year universities becomes much more of a issue for these buyers.

CSC compares well to the four-year colleges in preparing students academically. Reports from those colleges indicate CSC students have better GPA's than their native students. The majority of transfers for all students from CSC are to Northern Illinois University, University of Illinois at Champaign, Western Illinois University, Southern Illinois University, and Eastern Illinois University, Knox College, Monmouth College, and Bradley.

The perception of CSC, as with many community colleges, is different than the actual. Frequently people still consider community colleges to be a sub-standard level of college. This has been an image that community colleges have been trying to overcome for many years. It is sketchy at this time to tell what the perception is for CSC. There has been no formal evaluations done with students or the community to determine perception or image. Environmental scanning would help with this area in determining what the image is of the college in the community.

In relation to the target market of 25-45 year old students, CSC provides an excellent beginning to their educational career. CSC has an average of 1 instructor to 12 students. This ratio provides the students with a direct relationship with an instructor that can provide for a meaningful interaction. Because students in the target market have been out of the educational area for usually at least a few years, returning to school can cause anxieties and concerns over performance. A smaller teacher to student ratio can provide that little extra attention that is frequently needed until the student becomes comfortable back in the educational environment. For many students to return to a university with a lecture hall of 300 students is too overwhelming considering they have not been in educational area for at least some years.

CSC provides a wide range of financial aid. A campaign has been underway to increase the number of scholarships in the vocational and certificate program. Because local businesses have been having increased difficulty finding good employees they have been willing to give scholarships toward their particular program area. This campaign is providing a number of benefits for both CSC and the students. The business sponsoring the scholarships interviews several students, and choose one which

they believe may best fit into their operation. A contract is then entered into by both the student and the business with each side agreeing to certain items. Some of these items include a minimum GPA and attendance record for the student in exchange for the scholarship. In return for this monetary gift, the students are also offered a paid internship with their participating business. This provides the business with a potential employee, and it provides the student with the very high probability of a job at graduation. This program has helped both in recruitment, and is hoped to help in retainment for students. This type of program would be a benefit that could not be gained from an out-of-district community college. In addition to these scholarships the College offers Federal and State aid, academic, and talent grants.

Price is the perhaps the best argument for a community college for those students transferring. Tuition rates at the universities are roughly twice that of the community college. Tuition rates at CSC are $47.00 per credit hour, and at most of the other state universities the price per hour is at least $85.00. At private colleges, the figure is much higher. In addition to the credit hour price, the student will have travel costs usually greater than those they would have for CSC. While this does not appear significant, travel will amount to a substantial amount when it is not possible to juggle classes on the same time schedules.

The benefits a four-year college could offer that CSC could not is the availability of more classes at several different times. Because of the much larger student body four-year colleges offer many of the same courses, especially those general requirements, several times during a semester. For the target market this could be a very valuable benefit. Many of those students in the target market have other responsibilities such as family and jobs, and the flexibility of additional course times could make the difference for them.

Another benefit for the four-year college student is there is not another transition to make after the first two years. If a student begins their academic career at one particular school there is an advantage to completing there as well. The initial transition of beginning school is the only transition the student would have to make.

Pricing Strategy: Pricing is an issue for the community college that is somewhat different than for a profit business. The Illinois Community College Board (ICCB) regulates to some degree the amount that

can be charged for tuition rates. By law, tuition rates cannot exceed one-third of the total amount of revenue generated for a credit hour. Because revenue is generated from tuition rates, property tax valuations, and also state reimbursement, tuition paid by the student cannot exceed one-third of the total. However, this does leave room for some pricing adjustments. This area of pricing falls upon the Board of Trustees to regulate. As already mentioned, because Trustees are sensitive to voter opinion, what little amount of leeway that is given to the college can become political. In addition, Trustees also look to tuition rates charged by other neighboring community colleges to draw some conclusions. The problem with this form of pricing is neighboring community colleges may have other resources and considerations that may not make them a comparable choice in analyzing tuition prices.

Promotional Strategy: At the present time a specific strategy for the target market is not being employed, but rather an overall college promotion. The College is promoting the message of quality education at an affordable price, but it is directed to an overall group of people. The College currently uses radio, newspaper, and television commercials in those areas in which current students have indicated use. The College is in its second year of a Carl Sandburg Days Festival honoring Carl Sandburg's contribution to the beginnings of the College. This festival is done to bring more people to the campus for various activities in addition to heightening awareness of the College.

The College has two recruiters who also promote the programs. Their jobs involve being very active with the high schools and various job fairs, but once again the students who are targeted are graduating high school students. The 25-45 year old age range is left out of these efforts.

Counselors provide a key area for recruitment as well. This is an area many people in the target market use. In trying to determine if and what program a student wants to enroll, frequently those people in the target market use counselors more than their younger counterparts. They usually have more questions, and more specific needs.

CSC makes very good use of outdoor and indoor signage. They have approximately 30 outdoor signs, and a variety inside as well. They are well represented in the city and telephone directory. In addition to these publications, CSC publishes a catalog every year and a course schedule twice a year. CSC is no longer mailing course schedules to every household as in the past. CSC is the only community

college in the state that does not do a bulk mailing of schedules. Instead course schedules are distributed to key locations throughout the district in an effort to reduce mailing costs and printing costs for additional schedules. The CABI program does mail course schedules to all of its businesses.

Distribution Strategy: Distribution of the product is actually the delivery of classes to the students. For CSC, distribution involves the main campus, The Branch Campus, The Extension Center, Henry C. Hill Correctional Center, and all cooperative agreements with other community colleges. In regard to the target market, some key issues include the time of day or night classes are offered, the number of classes offered, and the location. All three of the areas carry significant weight for the nontraditional student.

Another area that is equally important for distribution is the number and quality of the faculty. Because faculty represent the most direct representation of the College to the student, this is a crucial area. A quality faculty that provides accessable office hours, and good course content is a necessity. All of the other areas in the College can be outstanding, but if the faculty are not contributing to a meaningful academic experience for the student then distribution has failed.

Distance learning has become an important aspect for distribution for the CSC district. Because of the large geographical district, distance learning was implemented to allow The Branch Campus and The Extension Center to offer courses that could not otherwise be offered through distance learning. The main campus provides the classes, and if Carthage or Bushnell has only one student they can still receive the class over the system. However, without distance learning both extension campuses could not have offered them with less than seven students. Distance learning has improved distribution to the outlying part of the district substantially.

a. Statement of the Problem: The marketing problem for CSC is a need to segment the marketing efforts for the nontraditional student who has distinctly different needs. Because this is one of the fastest growing segments for colleges, CSC should capitalize on their ability to provide this product. CSC should emphasize their particular attributes which include affordability, convenience, small class sizes, and a learning environment sensitive to students who have been away from learning. Faculty and staff at CSC must also understand the problem, because marketing to this kind of student will require changes in all

areas of the College. Most people in the CSC district are aware of the College, but CSC needs to spend more time creating interesting, desire, and enabling action on the part of the nontraditional students.

b. Significance of the problem: The significance of this problem is quite broad, and affects virtually every department at CSC. Everyone will have to market to the nontraditional student, from faculty to the business office. To create value and additional benefits, CSC faculty and staff will have to agree and implement the necessary changes. Faculty will need to change schedules to afford more convenient times for the nontraditional student. The bookstore, business office, registration, and counselors will also have to expand their hours to better accommodate the students.

c. Proposed Solution: The proposed solution includes several ideas to adequately cover the target market. Environmental scanning needs to be done to determine the CSC image in the community. A random sampling of the community would give a fair assessment of the perception of CSC. Surveying students to determine if CSC is meeting their needs would also be valuable. Learning from current students where they are having difficulties, and in what areas they are satisfied would provide good information.

CSC then needs to expand their hours in the bookstore, financial aid, business office, registration and counseling offices to better serve the nontraditional student. Currently those offices close at 5:00 p.m., and there are also no week-end hours available. If students are not able to get to CSC during regular business hours, which many are not because of job obligations, it becomes an inconvenience for the student to even try. CSC needs to make it easier rather than harder to attract the nontraditional student. CSC can create the awareness, interest, and desire, but if the student is unable to obtain services because the offices are closed, the student is unable to carry out the enrollment action.

Thirdly, CSC needs to create the interest and desire for their programs. For Associate Degree buyers, CSC should develop a degree program that can be earned at night with a specific course plan and schedule for completion. This should be advertised in publications where the potential student can see that in a two-year time frame an Associates Degree can be earned. For many people who are not currently in school, it is intimidating and overwhelming to make that first step toward a degree. CSC can remove some of those fears with a pre-developed schedule designed specifically for the nontraditional student's

needs. New students need to be able to see that if they follow a particular plan they can be finished in a specified period of time. By advertising this schedule in the catalog and various newspapers, CSC can provide a time frame for the student and make an Associate Degree more of a reality. Articulation agreements with the various four-year universities should also be emphasized for those interested in transfer.

The evening Associate Degree program will need the full support of the faculty. Faculty will play an integral role in providing the necessary courses, and working with each other to develop a schedule. New methods of delivery and content will have to be explored to adequately reach some of the students. Distance learning will have to be used by more of the faculty to ensure availability to The Branch Campus and The Extension Center.

Buyers of certificate and vocational programs need programs that will enable them to obtain jobs at graduation. The current scholarship program that is being used for the agriculture and automotive programs needs to be extended to other vocational areas as well. These scholarship programs put the student in direct contact with an owner of a business and provides the basis for establishing a mentor relationship. The student is exposed to a real work experience during the internship portion of the program, and the likelihood of a job is greatly increased.

Most people are already aware of CSC in the community. CSC now needs to create a desire and interest for the nontraditional student to return to school. In addition, CSC will need to extend hours to make the College more accessible for the nontraditional student so they are able to take action. CSC has the ability and the potential to position themselves ahead of their competitors with some slight, but important changes.

Resources: Environmental scanning will be one of the areas that will command the most financial resources of the solution. Existing personnel will have to devote additional time to develop the survey instrument, the necessary demographic distribution for the district, and collecting and tabulating results. For the CSC district, the cost for mailing surveys to the necessary amount of homes in the district would cost approximately $8,000. A phone survey could be used in place of the mailing, but once again this process would be more labor-intensive. The best financial solution would be to do a phone survey and use

current student workers, CSC ambassadors, or members of the Student Government Association. This would reduce the labor costs, and the only additional costs would be long-distance phone charges.

To extend the hours of the various offices of the College to accommodate the target market would require a minimal amount of cost. There would be additional payroll hours required in the various departments for extending the closing time. However, even slight shifts in scheduling could accommodate some of the changes. Initially even extending hours to 6:00 p.m. could help. A rotating scheduling shift that would allow one person to come in an hour later in the morning and stay over the extra hour, with the next week another employee assuming that schedule could be used. In addition, it is possible there are already employees who would rather have the different schedule because it would better fit their needs. Scheduling for a later closing time is an area that could possibly be done with little or no additional payroll hours. Increases in enrollment have the potential of offsetting any additional costs that extension of hours could create.

Resources for faculty would be limited to the extra time to develop the evening Associate Degree Program. This, however, would be a one-shot time investment. This process also would not need new or additional courses, but rather just scheduling changes to offer courses in the sequence necessary so the student could move smoothly along the two-year time frame. After the program was developed, with the exception of minor changes, program input would be finished. There could be a potential need for additional part-time instructors if current instructors are unable to meet the extra demand in the evening. Once again, this area could be offset by increased enrollment.

Advertising for the evening program will involve a significant amount of financial resources. However, this part of the solution is absolutely imperative. CSC must get their message out to the target market that they have this product available. The television ads that show successful people in the community who are CSC graduates needs to be done again. Preferably using those graduates that returned as nontraditional students would allow the target market to identify better. Newspaper ads that show the evening associate degree program and the new extended hours in financial aid, admissions, and the bookstore is necessary. The extended hours should be highlighted and accentuated as being done to better serve the needs of the target market. The course schedule and catalog should also have the new

evening program with the new extended hours. Anywhere CSC can get their message out to the target market, they need to use.

Timeline: Environmental scanning should take place first, and this will take approximately four months. Development of the evening Associate Degree Program would take approximately one year. Extending hours would begin when the evening program becomes available. Advertising should be done prior to the evening program beginning, preferably six months ahead through the use of the course schedules and catalog. Television, radio, and newspaper ads could be done several months ahead advertising this new program, thereby creating interest and desire in the potential target market.

Implementation: If the timeline is followed fairly closely, implementation should occur with a minimal amount of changes or problems. The key to successful implementation is the necessity of all areas of the College to work together on marketing this product. In the community college setting, everyone has to be involved in the marketing process for it to be successful. Each area of the college has the potential to contribute a value-added benefit by providing good customer service and by responding to the needs of the student.

Follow-up is crucial in this marketing solution. CSC will need to continue to monitor this program and continue to assess the nontraditional student's satisfaction with the program. This can be done with follow-up surveys and faculty input. Adjustments may have to be made, however they should be driven by student need rather than College need. In this particular case, follow-up will be just as important as implementation in providing additional value to the students.